

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Steven J Chaney

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mount Pleasant Elementary School

(As it should appear in the official records)

School Mailing Address 1 Bluebird Lane P.O. Box 144

(If address is P.O. Box, also include street address.)

City Mount Pleasant State AR Zip Code+4 (9 digits total) 72561-0144

County Izard County State School Code Number* 3302010

Telephone 870-346-5194 Fax 870-346-5337

Web site/URL http://www.bearkatz.k12.ar.us E-mail steven.chaney@melbourneschools.org

Twitter Handle NA Facebook Page NA Google+ NA

YouTube/URL NA Blog NA Other Social Media Link NA

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Gerald Cooper

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail:

gerald.cooper@melbourneschools.org

Other)

District Name Melbourne Tel. 870-368-7070

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Phillip Edwards

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 24 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	11	6	17
1	10	12	22
2	9	5	14
3	5	6	11
4	8	8	16
5	18	9	27
6	18	9	27
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	79	55	134

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 7%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	136
(5) Total transferred students in row (3) divided by total students in row (4)	0.066
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages: NA
8. Students eligible for free/reduced-priced meals: 57 %
 Total number students who qualify: 77

Information for Public Schools Only - Data Provided by the State

The state has reported that 57 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 11 %
15 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	7
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	98%	97%	98%	99%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2009

15. Please summarize your school mission in 25 words or less: Our mission is to provide an appropriately challenging curriculum, promote a safe, supportive environment, and foster parental and community involvement in student learning and development.

PART III – SUMMARY

Mount Pleasant Elementary School is a rural public school located in IZARD County of Northcentral Arkansas in the town of Mount Pleasant with a population of about 400. The school has been the nucleus of this quaint little town for over 100 years. Mount Pleasant School, originally known as Barren Fork, was built in the 1880s on a site that was one of the post-Civil War academies. Current school buildings are located on the old academy property. Many of the existing buildings were constructed in the 1930s by a Civilian Conservation Corp camp located near the town. The district enlarged several times from 1930 to 1950 due to small one-room school closings and consolidations. In the spring of 2004, Mount Pleasant School District became victim to a state-mandated act for consolidation or annexation if the district had less than 350 students, K-12. Mount Pleasant School District patrons voted to be annexed into the neighboring Melbourne School District. A new high school facility was constructed about 10 miles away leaving the elementary school at Mount Pleasant intact.

Mount Pleasant Elementary School's strengths and accomplishments can be attributed to the teachers and staff sharing a common bond with its parents and community. Our mission has always been to make our school the best possible learning environment for the children and for it to be an integral part of the community. Parental Involvement has been meaningfully integrated into the programs and community of Mount Pleasant Elementary. The community and school have always worked closely together to instill in students a sense of pride in who they are and what attributes are necessary for them to become productive citizens. Traditions unique to this geographical area have been developed and culminated collaboratively by the community and school. Our parents and community are our strength.

Mount Pleasant School teachers, staff, and parents strive to educate all students to achieve their highest academic potential. It is the philosophy of the educators to set higher expectations for our students as we challenge each of them. In addition to our rigorous curriculum, numerous school activities, such as our annual Senior Citizens' Christmas Dinner, Community-wide Cookout and Art Exhibit, Musicals, sporting and academic competitions, etc., help students achieve maximum personal development in all areas: intellectually, physically, emotionally, technologically, and socially. Our traditional curriculum, partnered with technology, promotes higher-order thinking skills and has been aligned with the Arkansas Frameworks and, most recently, the Common Core State Standards.

Mount Pleasant Elementary is comprised of an administration, faculty, and staff of highly qualified, individuals dedicated to helping each child succeed. The majority of the faculty has lived in and around the Mount Pleasant area their entire lives and treasure the unique culture and traditions of the community. At the same time, they welcome into their fold new ideas and opportunities from those faculty members who have migrated to this area. Experience levels for the faculty and staff ranges anywhere from 5 to 40 years in Mount Pleasant Elementary.

Professional development selections and instructional changes are based on collaborative efforts of the teachers and administration as strengths and weaknesses of instruction are recognized through school-wide data analysis of student assessments, teacher evaluations, and through parent and community surveys.

In 2009, Mount Pleasant Elementary School was recognized by the United States Department of Education as a National Blue Ribbon School based on its high academic performance. Since that time, teachers, staff and students have continued in the effort to maintain higher performance. The school has earned Outstanding Performance Awards from the Office of Educational Performance from the University of Arkansas in math and literacy each consecutive year since 2009 as students have performed in the top 20 elementary schools in the state. In addition, Mount Pleasant Elementary School was named Arkansas' 2012 recipient of the National Title I Distinguished Schools Recognition Award.

Accomplishments and successes of Mount Pleasant Elementary School can be attributed to a shared vision for our students to not settle for mediocre, but to excel. The school's success can be attributed to a combination of factors: professional development opportunities that keep the administration, teachers and staff abreast of new, and carefully researched instructional strategies that can be incorporated into the

existing curriculum; a rigorous curriculum that is based on the standards set forth by the state, and offers our students the opportunity to experience exemplary success in their daily lessons, as well as required assessments; determine standards to be taught and teach those in depth; remember that each student is an individual who has a past, present, and future and that parents, grandparents, guardians, etc., are positive contributing factors in each child's success; and continuing to build upon and strengthen our loving, nurturing school environment of which each child is the focus.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Mt. Pleasant Elementary is committed to offering curriculum and instruction that is well grounded in both the Arkansas Frameworks and Common Core. It is our goal to provide students with instruction that prepares them to look beyond the minimum requirements set forth by the frameworks and core standards in order to expand their knowledge through academic challenges. Our curriculum has taken shape through the years as K-6 teachers have collaborated with colleagues in grades 7-12, specialists from the educational cooperative, and teachers from other schools across the state. We have a wealth of experienced teachers on staff, and they appreciate the importance of standards based instruction that has passed the test of time through scientifically researched practices.

The reading curriculum follows a balanced approach in teaching literacy. Teachers have developed teaching strategies which incorporate reading, writing, spelling, and language as an approach to implement a literacy curriculum designed to help all children learn to read, write, and communicate effectively. Literacy instruction is data driven through the utilization of a variety of evaluative tools, such as: DIBELS, DRA, and innovative assessments developed by the teachers. Classroom routines include instruction in comprehension, vocabulary, phonics and word study, writing, oral language, higher-order critical thinking skills, and meeting diverse needs of students through traditional classroom interventions and tutoring. Before and after school tutoring and enrichment in literacy through technology have provided our students with successful alternative instructional tools like Chromebooks, computer lab, and Smart Board. One of the most important components for a solid reading foundation is to develop a love for reading, which we strive to do through Accelerated Reader, Drop Everything and Read, group guided reading, and literature rich activities developed by our art, music, gifted and talented, library media, and physical education teachers.

A standards based approach is used in math instruction. Curriculum content has been based upon expectations set forth by the Arkansas Frameworks as we now transition into Common Core. A variety of instructional approaches are used in math instruction in K-6. Classroom routines include diagnostic assessment, presentation of standards based lessons, practice, assess and remediate through interventions, before and after school tutoring, enrichment by utilizing tools of technology, writing in math, etc. Mathematics concepts and problem solving skills are put into practice daily, as well as the methods by which students approach problem solving. Students are taught to logically explain problem solving as they approach the learning of math to apply in their everyday lives. Enrichment through technology provided with Chromebooks and the computer lab, Smart Board, Accelerated Math, and before and after school tutoring is utilized to assist those students who need additional help. As with the reading program, teachers of art, music, physical education, and gifted and talented teachers collaborate with classroom teachers to provide coordination of activities and enrichment.

The science program for Mt. Pleasant Elementary reflects the requirements of the Arkansas Frameworks. Learner expectations are based on components of the content standards in the nature of science, life science, physical science, and earth and space science, inquiry and hands-on investigations. Classroom routines consist of inquiry skill practice and observation, using scientific vocabulary, reading for main idea and details, journal writing, inquiry and presentations through technology, critical thinking and problem solving. At least 20% of the instructional time is spent in inquiry and hands-on investigations.

Social studies instruction focuses on geography, civics, history, and economics, making connections with other subjects, and utilizing technology for research. The classroom routine includes: introducing lessons with clearly stated goals, visuals, facts, expansion of the world through investigative learning, vocabulary learning, hands-on projects, inquiry and presentations through technology, assessments, and point-in-time remediation through innovative interventions. Students actively participate in fulfilling civic responsibilities as they help others in the community through activities such as: food drives for the needy; annual Christmas dinner to honor senior citizens; annual community-wide cookout and art exhibit; Veterans' Day activities;

and Bluebirds for the Cure activities to raise awareness for cancer and other diseases. Guest speakers and field trips are useful and necessary components in the social studies curriculum.

Mount Pleasant Elementary has high expectations for all students. Each component of the educational process from student learning and assessment to instructional strategies and content are carefully planned by the administration, teachers and staff.

2. Other Curriculum Areas:

In order for a child to receive a quality educational experience, we realize they must have an opportunity to participate in open discussions and hands-on experiences. In order to achieve this, we must offer students a balanced curriculum that not only emphasizes math, reading, science, and social studies, but it must also include art, music, physical education, gifted and talented, guidance, library media, and technology.

The health and physical education program includes content standards for physical education and leisure plus health and wellness. Students are taught topics that help them set long range goals for their health and wellness, such as: human growth and development, prevention of diseases, nutrition, making smart choices to avoid drugs and alcohol, personal health and fitness. Participating in teacher-led activities and competitions help students learn of acceptable character traits such as sharing, respect, and good sportsmanship.

Our music curriculum is structured to include themes and music appreciation of our American culture and traditions. Students listen, analyze, and evaluate the music as they apply their talents in performances. The music teacher prepares students to be participants as they perform for their parents at various musicals scheduled at the school. In addition, their literacy and math skills are strengthened as the music teacher collaborates with the classroom teachers on unit studies and themes of focus throughout the year.

Art students are actively engaged in exploring a variety of media, techniques, tools, and processes to develop appreciation of art, design, and diverse cultures. The Arkansas Frameworks are designed to systematically introduce students to the foundations of art, further develop their creative processes, and reflect on their surroundings with a deeper appreciation of the world. Students actively participate in the school's art exhibit by creating their own art work to be displayed at the annual art exhibit and Senior Citizens' Christmas Dinner and in the classrooms. In addition, the teacher collaborates with classroom teachers to enrich the math and literacy curriculum by coordinating art lessons with the classroom.

Mt. Pleasant Elementary's support curriculum includes a weekly library/media class for each grade. Students are given the opportunity for inquiry and application of critical thinking skills as they utilize the available resources. Reading helps them make connections to their world and beyond. Activities to enhance library studies include: Dr. Seuss Week, visiting authors and performers, Book Fair, Read Aloud, dress up day for your favorite character, etc.

To further enhance the curriculum, students have an opportunity to excel beyond the standards as they are academically challenged in large and small group instruction for gifted and talented. The gifted and talented teacher offers an advanced curriculum that promotes the development of the whole child through creativity, research, and discovery.

Also offered to the students is a weekly guidance class conducted by the counselor. Instruction helps students make wise choices as they become contributing members of the school and society. Instruction and discussion promotes the development of the child by strengthening his, or her, self-esteem. In addition, the guidance counselor stresses making wise life choices for the future well-being of the students, as well as makes the right decisions as they prepare for junior high school, high school, college, and career.

Technology is another very important component in preparing our students. All classrooms, K-6, are equipped with a Smart Board and at least 4 classroom computers. In addition, we have a computer lab large enough to accommodate a classroom of 30 students. In 2014, 60 Chromebooks in movable carts were added to our campus. Students in grades 1-6 participate in at least 40 minutes of keyboarding each week. Students

in K-6 are scheduled two 40-minute sessions per week to complete reading and math enrichment activities on the computer.

Mount Pleasant Elementary teachers and staff strive to challenge students to achieve their maximum personal development in all areas of life: intellectually, physically, emotionally, technologically, and socially. We strive to do this through implementation of a balanced curriculum offered in grades K-6.

3. Instructional Methods and Interventions:

Elementary classroom and support teachers provide a variety of strategies for presenting subject matter in their classrooms. Instructional methods to be used are determined by the learning style of each individual student and the unique instructional presentational style of the teacher. Instruction is based on the specific needs of the students determined through a variety of occurrences.

Teachers make the decisions of instructional styles based on assessment results, prior experience and background of the student, student interest, and the developmental level of the student. Since this is a small school and a small community, teachers and staff are well acquainted with the parents, students, and their background and environment. Teachers consider all of these factors as they present their lessons using a variety of innovative methods that correlate with the child's prior experiences.

Teachers may use direct instruction as they introduce lessons, providing demonstration and practice through modeling. They also may use indirect instruction as they encourage students to problem solve and infer under their guidance. Instructional methods may also include allowing students an opportunity to interact, such as in class or group discussions. They may also use the method of a hands-on approach as they present science or math lessons or develop projects. In addition, each classroom is equipped with a Smart Board for technology inclusion.

Instructional methods are differentiated based on the learning needs of the child. For those students requiring modifications or supplemental instruction, teachers set aside a time in their daily schedule for individual or small group tutoring. Tutoring needs are based on teacher observation and student assessment results, specifically those who are not yet proficient. Modifications of classroom assignments are sometimes implemented for those students who are categorized as other health impaired or 504. Other interventions include after school tutoring, foster grandparent tutoring, enrichment classes during the school day, and technological support in math and literacy tutoring provided in the computer lab or Chromebooks by ORCHARD software.

Mount Pleasant Elementary has successfully developed a partnership with the parents and community to promote the highest expectations for citizenship and academic achievement for each individual student. As educators, we know that learning extends beyond the school day for each child. Our success as a higher performing school is the result of the tremendous effort of the teachers and staff, parents, and community working collectively as Mount Pleasant Elementary Bluebirds continue soaring to greater heights.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Through analysis of the summative and formative assessment data obtained from the Augmented Benchmark Testing and the NRT, teachers and administrators determine instructional goals and strategies necessary to continue reaching our Annual Measurable Objective. Mount Pleasant Elementary School's accountability report shows that the school has reached or exceeded its AMO each year in math, literacy, and attendance. Consistent adequate yearly progress can be attributed to the collaboration of the teachers with parents and students, data analysis, meaningful professional development, instructional strategies and higher expectations for all students.

Mt. Pleasant Elementary third grade math scores for 2010-2014 show 100% of the combined population scored proficient or advanced each year with class size average of 21. In literacy, the third grade showed a five-year average of 97% of the combined population scoring advanced or proficient.

Benchmark results for the combined population of fourth grade students in math show that an average of 97% of the students scored proficient or advanced during 2010-2014 with an average class size of 21 students enrolled each year. In literacy, an average of 98% of the combined population of fourth grade students scored advanced or proficient.

Benchmark results for fifth grade math show an average of 97% of the combined population of students scored proficient or advanced in 2010-2014. Average class size was 21 students each year. In literacy, the average of students scoring advanced or proficient in 2012-2014 was 96%.

Benchmark results for sixth grade math show that an average of 92% of the combined population scored proficient and advanced in 2010-2014 with an average class size of 20 students each year. The literacy scores show an average of 94% of the combined population scoring advanced or proficient during the past five years.

Students receiving special education services during 2010-2014 averaged 76% scoring advanced or proficient in math for grades 3-6. 64% of students receiving special education services scored advanced or proficient in literacy during the five years. No noticeable disparities were found in Socio-Economic Disadvantaged Students or in Race. These students are making significant gains, as are all the students.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Through analysis of the assessment data obtained from the Augmented Benchmark Testing, stakeholders consisting of the administration, teachers, parents, and staff at Mt. Pleasant Elementary School determine goals and strategies needed to continue meeting our Annual Measurable Objective. As we disaggregate the data received from the benchmark results, we determine the strengths and weaknesses of classroom instruction in math and literacy.

The administrator, teachers of K-6 and paraprofessionals work as a group to analyze and discuss the results of the CRT and NRT. Areas of concern, instructional strategies, strengths and weaknesses of the curriculum, and academic improvement plan are reviewed and developed.

Data analysis involves looking at the results of the combined population school summary report of Below Basic, Basic, Proficient, and Advanced for math and literacy from the current year's test results. The next step is to develop a school summary report of the three-year data. This information includes: percentage of students scoring advanced or proficient; comparison of multiple-choice and open response percentages in math, reading, and writing.

In the process of the item-by-item analysis, teachers look for all items where student scores averaged 60% or lower as areas of weakness in instruction of the domains in math, reading and writing for the current year

and the three-year averages. This process of analysis is then repeated for the Students with Disabilities.

Based on the strengths and weaknesses found in the strands of student learner expectations, teachers can then make modifications in instructional strategies, as well as formulate goals for their class, and for individual students.

Parents and students are informed of the assessment results when test results are mailed to them before school begins and again in the fall during the annual open house. The principal and teachers give a general explanation of the testing and the school's achievement. Individual students who require an academic improvement plan meet with their parent and teacher to devise an intervention plan designed to help them reach proficiency. Students are monitored closely throughout the school year with classroom assessments to ensure progress. Parents and students may visit the Home Access Center on the Melbourne School District website in order to access grades and daily progress. Communication through email, text, and phone is encouraged.

Part VI School Support

1. School Climate/Culture

Mount Pleasant Elementary teachers, staff, and parents strive to educate all students to achieve their highest academic potential. It is the philosophy of the educators to set higher expectations for our students as we challenge each of them with a rigorous curriculum coordinated with planned extracurricular activities to help each one to achieve maximum personal development in all areas. Our traditional curriculum, partnered with technology, promotes higher-order thinking skills and has been aligned with the Arkansas Frameworks and the Common Core Standards.

Activities scheduled throughout the school year motivate and ensure students maintain their educational focus. Some of these special events include: Dr. Seuss Week, Accelerated Reader Field Trips, Wildlife Guy, guest authors, and awards presentations. These events offer a break from the classroom routines and offer students incentive to keep focused on the importance of academics. Parent, student, teacher, and staff participation builds relationships between the school and home and conveys the importance of education.

The principal is well acquainted with each of the teachers, staff members, parents, and students. She is familiar with their programs, activities, and goals, and strives to help and support where needed to provide an educational environment that ensures all stakeholders feel safe and valued. The principal continually monitors the school's social, physical, and behavioral environments, as well as student and staff expectations and supports in establishing and sustaining school norms that foster a positive culture and climate in which all students can thrive.

Students are encouraged by the teachers and the staff to not only make adequate yearly progress but to go beyond those standards and reach higher expectations. They learn at an early age that they are a very integral part of the Mount Pleasant Elementary and their parents, the community and the school teachers and staff will work together with them to help ensure success. Most importantly, they are taught to respect and care for each other on a day to day basis by contributing their time and effort to help someone in need. Numerous events are scheduled throughout the school year in order to raise awareness of community around them, such as: annual Senior Citizen's Christmas Dinner, all school reunion, community-wide cookout, and annual food drive for the needy, Relay Recess for cancer awareness, etc.

As teachers, parents, administration, students, and community work together to make our school successful, a common bond is formed that creates a family-like atmosphere where all individuals involved feel valued and supported.

2. Engaging Families and Community

Mount Pleasant Elementary School's strengths and accomplishments can be attributed to the teachers and staff sharing a common bond with its parents and community. The goal has always been to make our school the best possible learning environment for the children and for it to be an integral part of the community. The community and school have always worked closely together to instill in students a sense of pride in who they are and what attributes are detrimental for them to become productive citizens.

Through various extra-curricular activities conducted at our school, we are able to strengthen the bond with our community. Our school boasts of parental involvement events that continually draw us closer together and enhances the educational process. Some events included are: the annual Christmas Senior Citizens' Dinner; the Community and School Cookout in the spring; annual Art Exhibits and Musicals to display student talents; All-School Alumni Reunion in the fall; Fall and Spring Festivals; Accelerated Reader and Math activities; Monday Night Basketball; Peewee Basketball, etc. All of these events are well attended by parents and community leaders and are major contributing factors in the success of the school.

The community of Mount Pleasant is very small and has only a few businesses located in the area: a bank, convenience store, a post office, and several churches. All of these are strong supporters of our school.

Each of them contributes time and support for the school. In addition, the churches collect school supplies to be distributed to students in need throughout the year. The area colleges are very beneficial to the school. Ozarka College allows our school to use their auditorium for Kindergarten Graduation, Quiz Bowl, Spelling Bee, and for our musicals. Our students are invited throughout the school year to attend plays and other events the colleges sponsor, such as Kids' College.

Over the years, students have been taught by the parents and teachers that it is of utmost importance to be family and community oriented to make a better society. Traditions unique to this geographical area have been developed and culminated collaboratively by the community and school. Parents are encouraged to stay informed on school events through the school's website, open house, parent/teacher conferences, newsletters, and other scheduled events throughout the year. They have access to their child's grades and assignments on the school website, as well. In order for the child's educational experience to be successful, all stakeholders must be in partnership: teachers and staff, administrators, foster grandparents, parents, students, and the community.

3. Professional Development

Mt. Pleasant Elementary teachers and their administrator participate in professional development that is designed to improve instructional methods. We, like our students, learn best practices through modeled instruction by highly qualified educators in all subject areas. Just as we set high expectations for our students, we must also set high expectations for our teaching. The faculty and staff look for professional development opportunities that assist them as they teach the required standards. The professional development should also be practical and useful for our students.

Based on the results of the Benchmark Assessments received in the summer, teachers analyze their own strengths and weaknesses in their individual classrooms. They are encouraged to attend staff development during the school year, but the majority of the professional development is completed in the summer months. Each teacher and paraprofessional discusses his/her individual professional growth plan with the principal. Strengths and weaknesses are identified, and they cooperatively develop a plan of action. Each teacher completes a survey indicating the instructional needs we should develop as individuals and as a school to help our students reach proficient or advanced and prepare them for their life beyond elementary school.

Even though our 2014 testing results indicated that our combined population of students in grades 3-6 averaged scoring 95-97% proficient or advanced in literacy and math on the benchmark, we determined that teachers needed more staff development on responding to open response items for both subject areas. Another area of concern was found in essay writing in content and style. Math tests indicated that we were in need of more intense training in real-life problem solving for Measurement and Numbers & Operations.

Since the district has transitioned into Common Core and the PARCC Assessments, teachers and administrators have attended professional development pertaining to requirements for each grade level, K-6. Another area of concern for teachers was the new teacher evaluation, Arkansas Teacher Evaluation Support System, which went into effect during the past two years. Teachers were required to receive at least 24 hours training in the summer of 2013. In 2014, they were required to get additional training, plus learn the new Bloomboard system for recording goals, observation results and archives to support their instructional practices.

Since Mount Pleasant Elementary's professional development selections are data driven, we will continue to participate in staff development selections that support increasing student achievement.

4. School Leadership

Mt. Pleasant Elementary School is the smallest school in the Melbourne School District. The leadership structure of the school begins with a seven member school board, followed by the Superintendent of Schools, then the principals and assistant principals. The entire school district has an enrollment of

approximately 850 students. One hundred 134 of those students are enrolled in Mount Pleasant Elementary, a K-6 facility.

Mt. Pleasant Elementary has one administrator on the campus. One of the main duties of the principal is to lead the teachers and staff as they cooperatively envision and formulate a goal of excellence for our school, students, parents, and community. In preparation for this responsibility, our principal endeavors to stay abreast of the trends in education, rules and regulations of curriculum requirements, professional development opportunities, data analysis that drives instruction, etc.

Our administrator endeavors to maintain a positive relationship with the faculty, staff, students, and parents. As the leader of a small, rural school, she is well acquainted with each of the teachers, staff, and students. She visits with each of them daily and is familiar with their programs, activities, and goals. She is there to take their burdens away and to provide help and support where needed to provide an educational environment that will ensure students excel. She offers guidance and direction as instructional needs and goals for achievement are determined. The principal also maintains a positive, working relationship with the parents as they are invited to attend the many parental involvement functions offered by the school. Parents also know they may call her at any time with a problem concerning their child.

The principal's job description for Mt. Pleasant Elementary campus and the district includes the following: organization and scheduling of professional development activities for the teachers; scheduling and organization of events for the students that further their education; participating in playground, hall, and bus duty along with the teachers; taking care of discipline issues, or just lending a shoulder for the students or teachers to cry on; monitoring student achievement through data analysis; providing a daily bulletin for the teachers; fulfilling the duties of district Arkansas Consolidated School Improvement Plan coordinator, as well as coordinator of the Mt. Pleasant Elementary ACSIP; District Federal Programs Coordinator; and supervising all employees and functions on the Mount Pleasant Elementary campus.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Arkansas Augmented Benchmark Exam</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Questar Assessment, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standard and above	40	10	12	5	7
Exceeds Standard	60	90	88	95	93
Number of students tested	15	29	26	19	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	3	0	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	40	19	14	11	11
Exceeds Standard	60	81	86	89	89
Number of students tested	10	16	14	9	9
2. Students receiving Special Education					
Meets Standard and above	75	50	0	0	0
Exceeds Standard	25	50	100	100	100
Number of students tested	4	2	1	1	1
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	36	11	12	5	7
Exceeds Standard	64	89	88	95	93
Number of students tested	14	28	25	19	14
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Arkansas Augmented Benchmark Examinations</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Questar Assessment, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standard and above	23	12	6	31	0
Exceeds Standard	77	88	89	69	92
Number of students tested	26	26	18	16	24
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	0	5	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	23	23	14	40	0
Exceeds Standard	77	77	86	60	92
Number of students tested	13	13	7	10	12
2. Students receiving Special Education					
Meets Standard and above	0	0	50	100	0
Exceeds Standard	100	100	0	0	33
Number of students tested	2	2	2	1	3
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	0	0	0	100	0
Exceeds Standard	100	0	100	100	100
Number of students tested	1	0	1	2	1
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	24	12	7	29	0
Exceeds Standard	76	88	93	71	90
Number of students tested	25	26	15	14	21
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Arkansas Augmented Benchmark Examinations</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Questar Assessment, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standard and above	0	0	0	0	12
Exceeds Standard	100	94	92	100	88
Number of students tested	26	17	13	23	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	5	7	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	0	0	0	0	18
Exceeds Standard	100	80	89	100	82
Number of students tested	12	5	9	9	11
2. Students receiving Special Education					
Meets Standard and above	0	0	0	0	50
Exceeds Standard	100	0	0	100	50
Number of students tested	2	1	1	1	2
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	0	0	0	0	12
Exceeds Standard	100	100	92	100	88
Number of students tested	25	15	11	22	26
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Arkansas Augmented Benchmark Evaluation</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Questar Assessment, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standard and above	11	14	5	7	7
Exceeds Standard	83	79	95	83	93
Number of students tested	18	14	20	30	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	7	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	0	21	11	0	11
Exceeds Standard	88	67	89	82	89
Number of students tested	8	9	9	11	9
2. Students receiving Special Education					
Meets Standard and above	0	0	0	50	0
Exceeds Standard	0	50	100	0	100
Number of students tested	1	2	1	2	1
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	12	9	5	7	7
Exceeds Standard	88	82	95	83	93
Number of students tested	16	11	19	30	14
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Arkansas Augmented Benchmark Examination</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Questar Assessment, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standard and above	13	14	8	5	7
Exceeds Standard	73	83	92	95	93
Number of students tested	15	29	26	19	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	3	0	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	20	25	7	11	11
Exceeds Standard	60	69	93	89	89
Number of students tested	10	16	14	9	9
2. Students receiving Special Education					
Meets Standard and above	50	0	0	0	0
Exceeds Standard	0	50	100	100	100
Number of students tested	4	2	1	1	1
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	14	14	8	6	7
Exceeds Standard	71	82	92	94	93
Number of students tested	14	28	26	17	14
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Arkansas Augmented Benchmark Examination</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Questar Assessment, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standard and above	12	19	6	25	29
Exceeds Standard	88	81	89	75	67
Number of students tested	26	26	18	16	24
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	0	5	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	15	31	14	40	33
Exceeds Standard	85	69	86	60	58
Number of students tested	13	13	7	10	12
2. Students receiving Special Education					
Meets Standard and above	50	50	50	100	67
Exceeds Standard	50	50	0	0	0
Number of students tested	2	2	2	1	3
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	100	0	0	50	0
Exceeds Standard	0	0	100	50	100
Number of students tested	1	0	1	2	1
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	8	19	7	21	29
Exceeds Standard	92	81	93	79	67
Number of students tested	25	26	15	14	21
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Arkansas Augmented Benchmark Examinations</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Questar Assessment, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standard and above	8	18	23	30	38
Exceeds Standard	92	76	77	65	54
Number of students tested	26	17	13	23	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	5	7	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	17	20	33	33	36
Exceeds Standard	83	60	67	67	45
Number of students tested	12	5	9	9	11
2. Students receiving Special Education					
Meets Standard and above	0	0	0	100	50
Exceeds Standard	100	0	100	0	0
Number of students tested	2	1	1	1	2
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	8	20	25	27	38
Exceeds Standard	92	80	75	68	54
Number of students tested	25	15	12	22	26
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Arkansas Augmented Benchmark Examination</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Questar Assessment, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standard and above	50	57	20	33	50
Exceeds Standard	44	43	75	60	36
Number of students tested	18	14	20	30	22
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	7	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	50	78	33	27	64
Exceeds Standard	38	22	67	64	18
Number of students tested	8	9	9	11	11
2. Students receiving Special Education					
Meets Standard and above	0	100	0	0	25
Exceeds Standard	0	0	0	0	0
Number of students tested	1	2	1	2	4
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	56	55	16	33	48
Exceeds Standard	44	45	79	60	38
Number of students tested	16	11	19	30	21
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: